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ABSTRACT

The North Carolina Quality Assurance Program extended the preparation of teachers to a period of six years and changed the certification procedures for educational personnel. Four years of formal study are required at the preservice level in an approved program. The program leading to the initial certificate includes completion of the bachelor's or other prerequisite degree and an institutional recommendation. The recommendation must include approval of those departments or areas in which the candidate is to be certified, approval of the administrative head of the teacher education unit, and approval of the cooperating teacher or appropriate public school personnel who supervised the candidate's student teaching or internship. The extension of professional preparation includes an initial two-year period of support and assessment called the Initial Certification Program. Continued training and supervision occurs while the candidate is employed in a North Carolina school system. Each local education agency must collaborate with neighboring institutions of higher education to assure the establishment of a support and performance review system for initially certified personnel. This booklet provides guidelines for implementing and evaluating the Initial Certification Program. (JD)

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NORTH CAROLINA Initial Certification Program

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Division of Accreditation and Program Approval
State Department of Public Instruction
Raleigh, North Carolina

MAY, 1985

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Section I: GUIDELINES

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1. INTRODUCTION

Background

The North Carolina Quality Assurance Program was originated in recognition of the need to improve teaching effectiveness by extending the preparation of teachers to a period of six years and by changing the certification procedure for educational personnel. Inherent in the program is a comprehensive assessment system based on demonstrated performance of the academic and professional skills required for effective professional practice.

As early as 1978, the State Board of Education in concurrence by resolution with the Board of Governors of the University of North Carolina formally endorsed the concept of quality assurance. A Liaison Committee was appointed by the State Board of Education to study the issues and make recommendations for implementation. The Committee in its wisdom sought additional and widespread involvement from the greater educational community. Five major task forces and numerous sub-committees were established to clarify and debate issues, consider feasible solutions and develop essential specifications and procedures. Hundreds of teachers, administrators, teacher educators, representatives of special interest groups, community members and parents contributed to the final report that was submitted to the State Board of Education in October, 1981.

The Liaison Committee Report specifically addressed the concept of demonstrated performance as a basis for certification, shared decision making between IHEs and LEAs, and revisions in pre-service teacher education programs. Recommendations were made for changes in admission and exit criteria, general and professional education requirements, and laboratory/field experiences. A Catalogue of Competencies was prepared by the State Education Agency to delineate the competencies needed by prospective teachers for effective instruction in the public schools.

During the 1982-83 academic year, significant steps toward full-scale implementation of the Quality Assurance Program were taken. Newly authorized funds were used to support thirteen pilot projects in public and private institutions across the state to develop, in cooperation with local education agencies, feasible ways to put specific program elements into practice. The projects focused on critical issues related to building collaborative structures in the supervision of student teachers, the establishment of a support system for beginning teachers, and the review and evaluation of teacher effectiveness for initial and continuing certification. Results of this project work were utilized in the formulation of related administrative procedures for consideration and adoption by the State Board of Education. During the next academic year (1983-84) additional work was undertaken to identify essential elements of teaching drawn from the research and to specify competencies generic to teaching, K-12, which cross content lines. That same year, eighteen LEAs and neighboring IHEs were involved in pilot efforts to implement the beginning teacher component.

While the project work was in progress, other critical elements of the program were being established. A validation study of the National Teacher Examination was undertaken and completed. In March, 1983, the State Board of Education adopted specific testing requirements for formal admission into teacher education and new exit testing requirements. Then in May, 1983 new standards for the approval of teacher education programs were adopted, effective 1984-85. Finally, in 1984 the State Board of Education established the Initial Certificate to be awarded to all prospective teachers completing IHE teacher education programs after January, 1985 and calling for demonstrated performance prior to the award of a continuing certificate.

Pre-Service Preparation

Four years of formal study are normally required at the pre-service level in an approved program. The program leading to the initial certificate includes completion of the bachelor's or other prerequisite degree and an IHE institutional recommendation. The institutional recommendation for the State certificate must include approval of those departments or areas in which the candidate is to be certified, approval of the administrative head of the teacher education unit, and the approval of the cooperating teacher or appropriate public school personnel who supervised the candidate's student teaching or internship. Prerequisite to the completion of the institutional recommendation for certification, North Carolina institutions must determine that each candidate has satisfied all minimum score requirements on standard examinations specified by the State Board of Education.

Initial Certification Program

The extension of the professional education preparation of teachers includes an initial two-year period of support and assessment called the Initial Certification Program. This continued professional training and supervision occurs during the period of initial certification while employed in a North Carolina school system. At the end of the two-year initial period a decision must be made to grant or deny continuing certification for an employee. See Appendix B for illustration of the six-year certification process.

Each LEA must develop in collaboration with neighboring IHEs a comprehensive plan to assure the establishment of a support and performance review system for initially certified personnel in keeping with State guidelines contained in this document. (See Appendix A, Initial Certificate Requirements.)

Certification and Employment Decisions

Certification is a State Board of Education responsibility. The issuance of a certificate is not a property right. Certification decisions are legally and clearly separate from employment decisions, which are the responsibility of the local board of education. Each decision has a different purpose and the two decisions are separate.

Definitions

The definitions below are provided to facilitate implementation of the Initial Certification Program.

Collaboration (collaborative responsibilities) - Formal agreements between institutions of higher education, both public and private, and public school systems to jointly engage in the development of educators: preservice, initial and continuing certification.

Continuing Certification - A teaching license which must be renewed every five (5) years and which indicates that minimal teaching skills and competencies have been demonstrated.

Formative Evaluation - On-going assessments of strengths and areas for development; used to identify strategies for professional development.

Initial Certification - The first license granted to practice the profession in North Carolina based upon successful completion of an approved IHE preparation program.

Portfolio - A collection of evidences regarding the performance of a teacher. It is reviewed locally to formulate a recommendation regarding continuing certification.

Professional Development Plan (PDP) - A formal document developed by the support team in cooperation with the initially certified person, which delineates mentor/professional growth goals, and proposed strategies for increasing ones skills.

Summative Evaluation - Assessment and rating of performance in relation to established criteria.

Support System - A planned program of human and material resources available to initially certified personnel for the purpose of assisting them to develop and refine essential skills.

Support Team - A team of educators assigned to initially certified personnel to assist with assessing growth. For teachers it must include a career status teacher, the principal or his/her designee, and a generalist(s)/specialist(s) in curriculum and instruction.

TPAS/IC - Teacher Performance Appraisal System/Initial Certification - A state mandated system to document demonstrated success in teaching which includes the first five (5) generic teaching functions of the TPAS and provides data to a support team or mentor for facilitating the growth of an initially certified teacher.

2. INITIAL CERTIFICATION PROGRAM

A. PURPOSE

The Initial Certification Program is designed to offer the necessary support for an individual's professional growth during the first two years of employment. A support team or mentor, periodic assessment of skills, satisfactory evaluations of performance, and completion of a professional development program assist the employee to document satisfactory performance. Satisfactory performance for teaching is determined by assessment using the Teacher Performance Appraisal System/Initial Certification. (See Appendix C for a copy.) Satisfactory performance for personnel other than teachers shall be determined using instrumentation currently in existence for those professional groups.

B. PROGRAM DEFINITION

Each initially certified employee entering the profession for the first time is required to participate in the Initial Certification Program for two years. Initially certified persons employed for full time service will be considered to have participated for one full year if they participate for six (6) consecutive calendar months in the same LEA. Initially certified persons employed under temporary contracts for periods of less than six (6) calendar months in a single year will not be officially enrolled in the Initial Certification Program. Personnel employed in North Carolina who have had previous experience in other states will participate for the two year period, in appropriate experiences based on individual needs. These experiences will be determined by a support team or a mentor and the principal and will be individually prescribed in terms of type and duration based on the level of functioning on the appropriate performance appraisal instrument.

Upon successful completion of all certification requirements and recommendation from an employer with an approved plan, the employee is eligible for continuing certification and further career growth in the profession.

3. FORMAL ORIENTATION

The two-year process for initially certified personnel begins with a systemwide orientation, which includes an introduction to the Quality Assurance Program and the TPAS/IC as well as an overview of the performance appraisal process. This should be conducted prior to the first observation. This experience should also be designed to give the employee an overview of the Initial Certification Program.

4. SUPPORT SYSTEM

The LEA must provide for the assignment of a mentor or support team for each initially certified person to provide guidance, counsel and promote assimilation into the profession. Guidelines for each component of the support system are delineated below:

A. Composition

In cases where the LEA deems a mentor to be the appropriate support person for a teacher, the principal or his/her designee should share the responsibility for providing support.

If a support team(s) is established for teachers, it must include but not be limited to (1) a career status teacher; (2) the principal or his/her designee; and (3) a generalist or a specialist in curriculum/instruction, which may include but again is not limited to an IHE member, central office supervisor/administrator. Other personnel such as persons from other LEAs, SDPI/Regional Center, or IHEs may be invited to serve as a resource to the team as appropriate. At least one member of the team should hold current certification in the content area of the beginning teacher.

B. Selection

Careful consideration should be given to the selection of mentors and support team members. Procedures and criteria for selection of team members should be developed and disseminated locally in collaboration with IHEs. The selection should be made jointly by the superintendent or his/her designee and the principal. The career status personnel on the support team should be from the same school and teaching/subject area whenever possible. When not possible, an alternative procedure should be developed locally. The career person must be able to demonstrate the knowledge and competencies expected of the beginning teacher and demonstrate the skills required for being an effective mentor and/or support team member.

As the Initial Certification Program continues to evolve, State Guidelines will assist LEAs in determining selection procedures and criteria. Appendix H gives some criteria for effective mentoring. This will be helpful in developing local criteria.

C. Training of Support Teams

Each LEA is responsible for assuring the delivery of appropriate training of mentors/support team members. The actual training should be designed and delivered as a collaborative effort between SDPI, IHEs and LEAs.

Suggested training components include but are not limited to: (1) orientation and clarification of roles; (2) observation skills using the TPAS/IC; (3) conferencing skills; (4) theories of adult development; (5) effective teaching practices; and (6) development of a Professional Development Plan (PDP). Training should begin prior to the initial observation. Follow-up sessions and activities to address specific needs of mentors or support team members should be planned as needed. The training component must include assessment of competencies so as to assure that mentors and support team members have the skills to perform in these roles.

D. Responsibilities of Mentors and/or Support Team

The primary role responsibility and/or function of mentors and support team members is two-fold: (1) to assess the demonstrated performance of initially certified personnel and (2) to facilitate the development and refinement of essential practices and skills. Appropriate duties and responsibilities may include the following:

1. Conduct conferences with the initially certified employee to become acquainted and to discuss respective responsibilities and expectations.

2. Make a minimum of three observations per year according to the following schedule:

   First observation before October 30;
   Second observation between October 30 and January 15;
   Third observation after January 15.

3. Support teams must meet after the observation(s) to derive a consensus based upon the TPAS/IC and to begin to prepare the Professional Development Plan. Within five working days a meeting between the team and the Initially Certified employee shall be conducted to share the results of the team's observations. The beginning employee should share in the development of the PDP. The principal or designee shall serve as the chairperson of the support team.

4. Conduct additional observations, as needed, for the purpose of giving technical feedback and assistance for the growth and development of the initially certified personnel.

5. Provide or link appropriate technical assistance to the initially certified person as needed.

6. Make copies of formative and summative assessments available for the development of the Professional Development Plan for each employee.

7. Assure that appropriate data is included in the portfolio of the person.

5. PORTFOLIO

The following documents must be contained in the initially certified employee's portfolio (a) a copy of PDP and any additions and/or modifications made to the plan; (b) a copy of identified strengths and areas for development, determined from observations; (c) a summative data report with ratings, support team summary and teacher comments at the end of each year; and (d) evidence of completion of strategies in the PDP. The initially certified employee should receive copies of all data included. The support team will review the contents of the portfolio annually with the employee. The portfolio should be maintained in an official file (separate from personnel files) by the superintendent or his/her designee. It is intended that the portfolio be forwarded from

one LEA to another in North Carolina, should an employment change occur within the state during the period of initial certification. Should an initially certified employee leave the profession prior to achieving continuing certification, the portfolio will be maintained by the employer for five (5) years from the date of initial employment unless requested by the employee to forward it to another LEA in the state.

6. PROFESSIONAL DEVELOPMENT PLAN

The purpose of the PDP is to facilitate and document the systematic professional growth of an initially certified employee, clearly delineating the strategies, service deliveries and resources available. Appendix F contains a copy of suggested format and the guidelines for its use.

7. EVALUATION

Evaluation of the Initial Certification Program is the responsibility of the LEA, IHE, and the SDPI and should be based on the desired outcomes of the program. Those outcomes should address improved teacher performance, attitudes toward the profession, retention in the profession, and increased levels of student learning. Within the context of these outcomes the following components of the Initially Certified Program should be evaluated for their effectiveness:

A. Support Team

Attention will be given to at least three areas in evaluating the effectiveness of teams:

1. Selection criteria and the consistency with which the criteria are applied;

2. Training of team members and its relationship to desired outcomes/competencies;

3. The quality of services delivered by the support team.

B. Inservice Program

Three dimensions of inservice will be evaluated:

1. Orientation at the building and system levels;

2. Content and follow-up training on the five major teaching functions of the TPAS/IC;

3. Additional opportunities for inservice that will reflect both generic and individual needs.

C. Collaboration

The evaluation will address the adequacy of procedures established to insure collaboration between the three agencies in program implementation and improvement.

There should be an ongoing evaluation of the instrument(s) and practices associated with the assessment of performance. Moreover, the overall program evaluation design should yield data on time-cost factors inherent in implementing and maintaining the program so as to facilitate the determination of cost effectiveness.

8. ADMINISTRATION

Assignment of Responsibility

A. STATE

The Division of Accreditation and Program Approval of the SDPI will be the designated body charged with the overall responsibility for developing, implementing, monitoring and evaluating the Initial Certification Program. The division will coordinate the regional review of local Initial Certification Programs, through Regional Centers, forward review reports to the State Evaluation Committee on Teacher Education and submit an annual report of the Initial Certification Program to the State Board of Education.

Finally, the Division of Accreditation and Program Approval will provide technical assistance as requested through regional policy councils and design, develop or secure training modules as needed.

B. LOCAL

Local Beginning/Initially Certified Teacher Education Programs will be monitored by the superintendent or his/her designee. Additionally, the LEA will:

1. Establish a local structure for organizing and administering the Initial Certification Program according to State guidelines.

2. Complete reports to give evidence of implementing a program for all beginning/initially certified personnel in accordance with state-adopted guidelines.

3. Complete reports to provide evidence of collaboration with programs of teacher preparation.

4. Establish a communication network for assuring: (a) collection of data from support teams; and (b) feedback regarding the progress of initially certified personnel in achieving minimum teaching competencies.

9. APPENDICES

16 NCAC 2H.0608; LEVELS OF CERTIFICATES; has been amended by adding sections (3), (4) and (5) as follows:

(3) INITIAL CERTIFICATE REQUIREMENTS

(a) Initial certification extends preservice education into the first two years of actual employment to assure the ability of practicing professionals on an independent basis to meet established performance criteria prior to the award of a continuing certificate. The following conditions shall apply:

(i) The initial certificate shall be issued to a person who meets certification requirements.

(ii) The initial certificate will also be issued to a person completing requirements for certification in a new service area such as administration.

(iii) The initial certificate shall be valid for a maximum of two years and meets the legal requirements for employment. Should the holder not secure acceptable employment during the period of validity application must be made to the Division of Certification for extension of the initial certificate. Extension may be granted for up to two years provided five years have not elapsed from the date of qualification as determined by the dating and/or renewal requirements contained in NCAC 2H.0203(c)(2) and 2H.0207.

(iv) For purposes of meeting the performance requirements to convert an initial certificate to a continuing certificate through the Initial Certification Program, a year shall be defined as not less than six (6) successive calendar months of full time employment in one local public school unit or non-public school with an approved program plan.

(v) Initially certified employees who become employed by a different local public school system after completing one year of participation in the Program for Initially Certified Personnel will have their portfolios forwarded to the system of current employment for their second year of participation in the program.

(vi) The initial certificate shall become null and void after two years of unsuccessful experience and will not be extended; provided, however, that such a certificate holder may return to an approved teacher education program to correct deficiencies and receive a new initial certificate for employment and again try to meet the performance requirement.

(b) In order for an initial certificate to be converted to a continuing certificate, the holder of an initial certificate must:

(i) serve two years with a local board of education which has a comprehensive program plan for initially certified personnel which meets criteria established by the State Board of Education and is approved by the State Board;

(ii) meet the performance criteria established by the State Board of Education for conversion of an initial certificate to a continuing certificate and receive the recommendation of the locally designated official by which employed.

(4.) CRITERIA AND PROCEDURES FOR DEVELOPMENT AND APPROVAL OF COMPREHENSIVE PLANS FOR INITIALLY CERTIFIED PERSONNEL.

(a) Each local board of education shall develop a comprehensive program plan for initially certified personnel and present that plan to the Department of Public Instruction no later than August 30, 1985. Non-public schools which have a state-approved staff development program are eligible to submit a plan for approval. Each plan must meet the following criteria:

(i) describes adequate provisions for efficient management of the program;

(ii) provides for formal orientation for initially certified personnel describing available services, training opportunities and the process for achieving a continuing certificate;

(iii) provides for the assignment of a mentor or support team, as determined by the LEA based on need(s), for each initially certified person, to provide guidance, counsel and promote assimilation into the profession;

(iv) in cases where the LEA deems a mentor to be the appropriate support person, the principal or his/her designee shall share the responsibility for providing the support;

(v) the support team for each initially certified teacher shall include a career status teacher, the principal or his/her designee, and a generalist or a specialist in curriculum/instruction which may include but is not limited to an IHE member or central office supervisor/ administrator;

(vi) provides for conducting a minimum of three observations per year, the first of which must be for at least one period or instructional activity, preceeded by a pre-conference and followed by a post-conference. The others may be unannounced but must be for at least one period or instructional activity and be followed by a post-conference to give appropriate feedback. All observations of teachers will be done by persons trained in the use of the first five function areas of the performance appraisal instrument for teachers; the first observation to occur prior to October 30, the second observation to occur between October 30 and January 15, and the third observation to occur after January 15;

(vii) provides for the preparation of an individualized professional development plan for each initially certified person which identifies goals, strategies and progress toward improving professional skills;

(viii) provides for a structure to identify and deliver services and technical assistance needed by initially certified personnel;

(ix) provides for maintenance of a cumulative portfolio containing the professional development plan and official documentation of performance in the first five function areas of the performance appraisal instrument;

(x) assures that the program plan was developed in collaboration with institution(s) of higher education having approved teacher education programs and describes their continuous involvement with the program;

(xi) describes a plan for the systematic evaluation of the program to assure program quality, effectiveness, and efficient management;

(xii) designates a person to verify successful completion of the two-year initially certified program and make recommendations regarding continuing certification, such recommendations to be accompanied by written justification;

(xiii) documents that the local board of education has adopted the plan.

(b) Program administration is delegated to the Division of Accreditation and Program Approval in the Department of Public Instruction.

(c) The Division of Accreditation and Program Approval will review each plan submitted and determine whether the plan meets the criteria specified in 2H.0608(4)(a) above no later than October 15, 1985. The Division of Accreditation and Program Approval will recommend the approval or disapproval of each plan to the State Board of Education at its first meeting following October 15.

(d) In the event the State Board disapproves any plan, it shall specify changes which must be made in the plan and specify the date by which such changes will be accomplished. The local board of education will implement those changes by the date specified by the State Board.

(e) Approval of plans by the State Board is on a continuing basis, but each local board of education shall file an annual report with the Division of Accreditation and Program Approval. The contents of the report shall be prescribed by the Division of Accreditation and Program Approval. The Division will forward an annual report to the State Evaluation Committee on Teacher Education and the State Board of Education.

(f) In the event the Division of Accreditation and Program Approval determines that a plan no longer meets the criteria established in 2H.0604(a) above, or that a plan is not being implemented in accordance with those criteria, the Division will immediately report such deficiencies to the State Board.

(g) The State Board shall review reports of deficiencies from the Division of Accreditation and Program Approval and direct the local board of education to implement any necessary changes in its plan and specify the date by which such changes must be implemented. The local board will comply with the State Board's directions.

(5.) CRITERIA AND PROCEDURES TO BE MET BY CANDIDATES FOR CONVERSION OF AN INITIAL CERTIFICATE TO A CONTINUING CERTIFICATE.

(a) No later than April 15 of the second year of employment of the holder of an initial certificate, the locally designated official shall; determine whether the employee will be recommended for conversion to a continuing certificate. This determination shall be made upon the basis of the information contained in the individual's cumulative portfolio. In no event shall the locally designated official recommend the conversion of an initial certificate to a continuing certificate for any individual who has not received a rating of "at standard" or higher on each of the first five function areas of the performance appraisal instrument on the final observation prior to April 15 of the second year of employment.

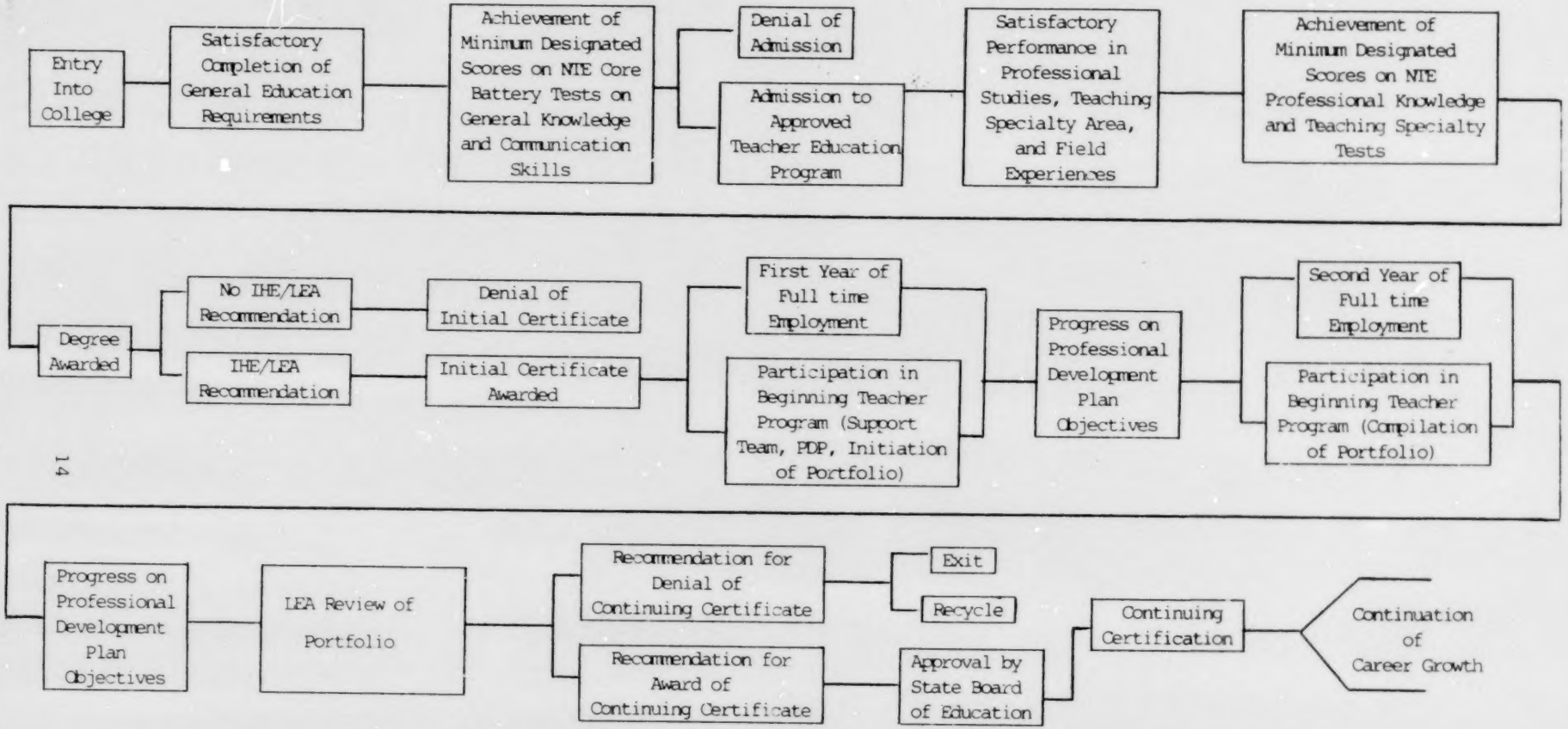
(b) The recommendation for conversion of an initial certificate to a continuing certificate shall be made on a form prescribed by the Division of Certification. The Division will review each recommendation to determine whether the person recommended has in fact achieved a rating of "at standard" or higher on each of the first five function areas of the performance appraisal instrument. If the person recommended has achieved the required rating level the recommendation of the locally designated official will be approved. If the person recommended has not received the required rating level, the recommendation of the locally designated official will be disapproved.

(c) Any teacher not recommended by the locally designated official for conversion from an initial to a continuing certificate may have that recommendation reviewed in accordance with G.S.115C-45(c).

History Note: Statutory Authority G.S. 115C-295; 115C-296; 115C-298; 115C-309;
Eff. November 1, 1983;
Amended Eff. July 1, 1985.

APPENDIX B

THE SIX-YEAR CERTIFICATION PROCESS


Entry Into College
Satisfactory Completion of General Education Requirements
Achievement of Minimum Designated Scores on NTE Core Battery Tests on General Knowledge and Communication Skills
Denial of Admission
Admission to Approved Teacher Education Program
Satisfactory Performance in Professional Studies, Teaching Specialty Area, and Field Experiences
Achievement of Minimum Designated Scores on NTE Professional Knowledge and Teaching Specialty Tests
Degree Awarded
No IHE/LEA Recommendation
Denial of Initial Certificate
IHE/LEA Recommendation
Initial Certificate Awarded
First Year of Full time Employment
Participation in Beginning Teacher Program (Support Team, PDP, Initiation of Portfolio)
Progress on Professional Development Plan Objectives
Second Year of Full time Employment
Participation in Beginning Teacher Program (Compilation of Portfolio)
Progress on Professional Development Plan Objectives
LEA Review of Portfolio
Recommendation for Denial of Continuing Certificate
Exit
Recycle
Recommendation for Award of Continuing Certificate
Approval by State Board of Education
Continuing Certification
Continuation of Career Growth

*Note: An individual may opt out of the process at any stage.
All steps are subject to State standards, guidelines, and competencies.

TEACHER PERFORMANCE APPRAISAL SYSTEM/IC

INSTRUCTIONS

1. Based on the evidence from observation and discussion, the evaluator is to rate the teacher's performance with respect to the 5 major functions of teaching listed below.
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The teacher is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and the teacher must discuss the results of the appraisal and any recommended action pertinent to it.
5. The teacher and the evaluator must sign the instrument in the assigned spaces.
6. The instrument must be filed in the teacher's personnel folder.
7. The rating scale will be as follows:

Level of Performance

6. Superior

Performance within this function area is consistently outstanding. Teaching practices are demonstrated at the highest level of performance. Teacher continuously seeks to expand scope of competenices and constantly undertakes additional, appropriate responsibilities.

5. Well Above Standard

Performance within this function area is frequently outstanding. Some teaching practices are demonstrated at the highest level while others are at a consistently high level. Teacher frequently seeks to expand scope of competencies and often undertakes additional, appropriate responsibilities.

4. Above Standard

Performance within this function area is frequently high. Some teaching practices are demonsrated at a high level while others are at a consistently adequate/acceptable level. Teacher sometimes seeks to expand scope of competencies and occasionally undertakes additional, appropriate responsibilities.

3. At Standard

Performance within this function area is consistently adequate/acceptable. Teaching practices fully meet all performance expectations at an acceptable level. Teacher maintains an adequate scope of competencies and performs additional responsibilities as assigned.

2. Below Standard

Performance within this function area is sometimes inadequate/unacceptable and needs improvement. Teacher requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.

1. Unsatisfactory

Performance within this function area is consistently inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. Teacher requires close and frequent supervision in the performance of all responsibilities.

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

Teacher Name _____

School _____

1. Major Function: Management of Instructional Time ☐ ☐ ☐ ☐ ☐ ☐

   1.1 Teacher has materials, supplies and equipment ready at the start of the lesson or instructional activity.

   1.2 Teacher gets the class started quickly.

   1.3 Teacher gets students on task quickly at the beginning of each lesson or instructional activity.

   1.4 Teacher maintains a high level of student time-on-task.

   Comments _____

   _____

   _____

   _____

2. Major Function: Management of Student Behavior ☐ ☐ ☐ ☐ ☐ ☐

   2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.

   2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities--whole-class instruction, small group instruction, etc.

   2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.

   2.4 Teacher frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.

22

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.

Comments _____

_____

_____

_____

3. Major Function: Instructional Presentation ☐ ☐ ☐ ☐ ☐ ☐

3.1 Teacher begins lesson or instructional activity with a review of previous material.

3.2 Teacher introduces the lesson or instructional activity and specifies learning objectives when appropriate.

3.3 Teacher speaks fluently and precisely.

3.4 Teacher presents the lesson or instructional activity using concepts and language understandable to the students.

3.5 Teacher provides relevant examples and demonstrations to illustrate concepts and skills.

3.6 Teacher assigns tasks that students handle with a high rate of success.

3.7 Teacher asks appropriate levels of questions that students handle with a high rate of success.

3.8 Teacher conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.

3.9 Teacher makes transitions between lessons and between instructional activities within lessons efficiently and smoothly.

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

3.10 Teacher makes sure that the assignment is clear.

3.11 Teacher summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.

Comments _____

_____

_____

_____

4. Major Function: Instructional Monitoring of Student Performance ☐☐☐☐☐☐

4.1 Teacher maintains clear, firm and reasonable work standards and due dates.

4.2 Teacher circulates during classwork to check all students'performance.

4.3 Teacher routinely uses oral, written, and other work products to check student progress.

4.4 Teacher poses questions clearly and one at a time.

Comments _____

_____

_____

_____

5. Major Function: Instructional Feedback ☐☐☐☐☐☐

5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

5.2 Teacher regularly provides prompt feedback on assigned out-of-class work.

5.3 Teacher affirms a correct oral response appropriately, and moves on.

5.4 Teacher provides sustaining feedback after an incorrect response or no response by probing, repeating the question, giving a clue, or allowing more time.

Comments _____

_____

_____

_____

Evaluator's Summary Comments _____

_____

_____

_____

Teacher's Reactions to Evaluation _____

_____

_____

_____

_____

_____ _____

Evaluator's signature and date Teacher's signature and date

Signature indicates that the written evaluation has been seen and discussed.

(SAMPLE PROPOSED)

NORTH CAROLINA

INITIAL CERTIFICATION PROGRAM

RECOMMENDATION FOR CONVERSION OF INITIAL CERTIFICATE TO CONTINUING CERTIFICATE

Full Name of Initially Certified Person _____

Social Security Number _____ Initial Certificate Held _____

Graduate of _____
(IHE Name)

Recommended For Continuing Certification _____

Not Recommended For Continuing Certification _____

Justification:

Person designated to make recommendation _____
signature

Date _____

Division of Certification Action

____ Approved

____ Not Approved

_____ Date

_____
signature

Mail to:
Division of Certification
State Department of Public Instruction
Education Building
Raleigh, NC 27611

APPENDIX E

INITIAL CERTIFICATION PROGRAM

TEACHER PERFORMANCE APPRAISAL SYSTEM/INITIAL CERTIFICATION

PROCEDURES

It is recommended that the following guidelines and procedures be followed when the Teacher Performance Appraisal System/Initial Certification is used.

1. All observations should be conducted by persons who have been trained in the use of the observation/evaluation instrument.

2. Each teacher should be observed on at least three (3) occasions during each school year.

3. When a support team is used, at least one complete team observation, collectively and/or individually, of each teacher should be made during each of the following three (3) time periods:

   A. Before October 30
   B. Between October 30 - January 15
   C. After January 15

4. At least one of the observation visits should be announced and discussed with the teacher who will be observed and at least one of the visits should be unannounced.

5. Classroom observations should begin immediately after the bell rings for instruction to begin or precisely at the time scheduled for the lesson to begin.

6. If a significant interruption occurs during the observation, the observation should be stopped. The reason for discontinuing the observation should be noted on the form and the teacher should be revisited during the next two weeks.

7. Observations should be conducted on different days of the week until more than five (5) observations have been conducted covering each day of the week school is in session.

8. Each observation should be conducted during different hours of the day until the number of observations exceeds the available periods of instruction, unless there is need to observe the same subject/class more than one time.

9. Each classroom observation should last for at least 50 minutes (or an entire class period). The observer should remain in the classroom until the end of the instructional period or activity.

10. The observer should sit in the classroom where students and teachers can be seen and heard easily. The observer's attention should be focused on what the teacher and students are doing.

11. The observer should not expect to observe all of the teaching practices during any particular observation but should note all of those which are observed. Multiple observations will be required to observe all practices, even in effective teachers' classrooms.

12. The filed notes should describe exactly what was seen and heard and should relate to the practices contained in the instrument. Notes may also record incorrectly-taught content and/or poor practice not on the instrument. These may then be addressed in the professional development plan.

13. Field notes should record all practices which occur frequently or infrequently and should actually reflect how effectively the teacher engages in the practices.

14. As soon as possible after the classroom observation has been completed, the observer should use the field notes to complete the record. These expanded recordings should be used to relate observations to the teacher later, and filed in the support team's working file maintained on each teacher.

15. For formative observation, the support team members should come to collective agreement regarding teacher strengths and areas for development prior to the design of a professional development plan with the teacher.

16. For summative observation, the support team members should come to collective agreements in rating of the teacher's performance on each of the five teaching functions, using the scale on the instrument. One instrument is then completed, representing the consensus of the team.

17. The ratings should be based upon the support team's agreement regarding the teacher's performance at the time of that rating.

18. Within five working days of the time the observations are completed, the team or team representatives should meet with the teacher to discuss observations and recommendations.

19. Copies of the observations/recommendations and the professional development plan should be included in the teacher's file maintained in the principal's office and the portfolio in the superintendent's/designee's office.

20. Each page of the observation/assessment instrument(s) should be initialed by the observer using the instrument(s).

PROFESSIONAL DEVELOPMENT PLANS

RATIONALE:

The North Carolina State Board of Education, effective July 1, 1985, approved a process requiring local school administrative units in the state to develop and maintain a professional development plan for each certified person.

This action is based on the following beliefs:

That those involved in the profession of education must continue to learn and acquire better skills in order to keep current and informed in this time of rapidly expanding new knowledge.

That every educator has room for improvement. Every educator has much to learn about their area of instruction, supervision, or administration.

That an on-going systematic program of professional development will improve the quality of education in North Carolina.

That all educators who participate in planned professional growth will find themselves being more effective.

The following guidelines and sample forms with directions have been developed to assist in the design of Professional Development Plans.

GUIDELINES FOR DEVELOPMENT:

Professional Development Plans

1. Should be based on a positive model for improvement as often as possible as opposed to deficit models.

2. Should be based on the assessed needs of the individual, the school, or the local unit.

3. Should include rewards, reinforcement, motivation and leadership values which support professional development.

4. Should be developed collaboratively.

5. Should be directed at changing teacher behavior rather than student behavior.

6. Should provide linking mechanisms between training and actual job situations.

7. Should include both formative and summative evaluation mechanisms.

8. Should have a strategic component which is continually updated to accommodate change at various decision points.

9. Should emphasize individualized programs where possible.

10. Should be developed

    a. to encourage growth in on-the-job performance and
    b. to gain or refine skills.

11. Should be developed for a five year period to paralled the certificate renewal cycle and should include

    a. a two year cycle for INITIALLY CERTIFIED teachers,
    b. a one year cycle to coincide with the PERFORMANCE APPRAISAL SYSTEM, and
    c. an appropriate cycle to coincide with decision points for the NORTH CAROLINA CAREER DEVELOPMENT PLAN FOR TEACHERS AND ADMINISTRATORS.

12. Should be reviewed periodically and revised as necessary.

13. Should include

    a. at least one long range goal,
    b. strategies for achieving the goal,
    c. target dates,
    d. resource requirements, and
    e. assessment strategies.

DIRECTIONS FOR USE OF PROFESSIONAL DEVELOPMENT PLAN FORM (PDP-1)

1. Fill in identifying data on employee.

2. Record date.

3. Check appropriate MAJOR FUNCTION. If OTHER is checked, explain briefly. The starred MAJOR FUNCTIONS are to be utilized for INITIALLY CERTIFIED teachers.

4. Record CRITICAL PRACTICE(S) and/or STRENGTHS, subheadings on the Performance Appraisal Instrument. If OTHER is checked, develop appropriate CRITICAL PRACTICES(S) and/or STRENGTHS.

5. Write the GOAL of the Professional Development Plan. A GOAL is a concise statement of what is to be accomplished.

6. List the STRATEGIES, the sequenced steps of the plan to accomplish the goal. Refer to Section 6, Design for Individual Staff Development Plans in The Handbook for Staff Development Coordinators for assistance.

7. Indicate the classification of certificate renewal credit for each strategy using the following code: 0-no credit; 1- college or university course; 2- local course/workshop; 3- independent study; 4- activity approved by SDPI.

8. Indicate the TARGET DATES, the estimated time of completion for each step.

9. List the RESOURCES (i.e., the people, funds, materials, or time) needed to accomplish each step.

10. List the ASSESSMENT STRATEGIES, the techniques which will be used to assess the extent to which the goal has been accomplished.

11. Sign and date the form and have the employee sign and date the form indicating that the plan has been reviewed.

12. Record the DATE ACHIEVED, the date each step is actually completed.

13. Check the appropriate box indicating the extent to which the goal has been successfully achieved.

    a. Check FULLY ACCOMPLISHED when the goal is carried out as agreed.
    b. Check PARTIALLY ACCOMPLISHED when the goal is carried out only in part. Indicate a REASON.
    c. Check NOT ACCOMPLISHED when the goal is not carried out at all. Indicate a REASON.

14. Allow employee to complete section, EMPLOYEE'S COMMENTS, if desired.

15. Sign and date the form and have the employee sign and date the form indicating the final review of the plan.

APPENDIX F 3

NAME _____ POSITION _____

SCHOOL _____ GRADE LEVEL _____

SUBJECT AREA _____ DATE _____

CERTIFICATION: ☐ INITIAL ☐ CONTINUING

AJOR FUNCTIONS:

- ☐ Management of Instructional Time *
- ☐ Management of Student Behavior *
- ☐ Instructional Presentation *
- ☐ Instructional Monitoring of Student Performance *
- ☐ Instructional Feedback *
- ☐ Facilitating Instruction
- ☐ Interacting within the Educational Environment
- ☐ Performing Non-Instructional Duties
- ☐ OTHER _____

ITICAL PRACTICE (S) and/or STRENGTHS:	GOAL(S):

RATEGIES (in sequence):	CLASS. OF CREDIT	TARGET DATES	RESOURCES	DATE ACHIEVED

ASSESSMENT STRATEGIES:

INITIAL REVIEW :

SUPERVISOR'S SIGNATURE _____ DATE _____

EMPLOYEE'S SIGNATURE _____ DATE _____

SUPERVISOR'S COMMENTS :

ACCOMPLISHMENT	REASON
☐ Fully Accomplished	
☐ Partially Accomplished	
☐ Not Accomplished	

EMPLOYEE'S COMMENTS :

FINAL REVIEW :

SUPERVISOR'S SIGNATURE _____ DATE _____

EMPLOYEE'S SIGNATURE _____ DATE _____

NAME Tom Smith POSITION Teacher

SCHOOL Ocean View High School GRADE LEVEL 9

SUBJECT AREA Science DATE 4-12-84

CERTIFICATION: ☐ INITIAL ☒ CONTINUING

MAJOR FUNCTIONS:

- ☐ Management of Instructional Time *
- ☒ Management of Student Behavior *
- ☐ Instructional Presentation *
- ☐ Instructional Monitoring of Student Performance *
- ☐ Instructional Feedback *
- ☐ Facilitating Instruction
- ☐ Interacting within the Educational Environment
- ☐ Performing Non-Instructional Duties
- ☐ OTHER

CRITICAL PRACTICE (S) and/or STRENGTHS:	GOAL(S):
frequently monitors behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities.	will demonstrate effective use of techniques to monitor students in science class during whole-group and individual assignments to increase time-on-task.

STRATEGIES (in sequence):	CLASS. OF CREDIT	TARGET DATES	RESOURCES	DATE ACHIEVE
1. Observe another science teacher as assigned.	0	4-26-84	released time	5/10/84
2. Attend workshop on behavior management.	4	6-27-84	tipend	6/27/8
3. Take course on Discipline Alternatives at IHE.	1	7-13-84 to 8-2-84	tuition grant	8/2/84
4. Meet with department head to discuss workshop and course findings and choose techniques to use.	3	8-28-84	released time	8/28-84
5. Practice monitoring techniques to increase time on task.	3	10-18-84	preparation time	10/18/84
6. Demonstrate techniques to increase time on task in classroom for department head and review.	3	11-8-84	released time	11/29/84

ASSESSMENT STRATEGIES:

Application of concepts from university course/workshop information
Judgment of supervisor(s)
Employee self log
Classroom observation(s)

INITIAL REVIEW:

Jane Mason — SUPERVISOR'S SIGNATURE — 4-12-84 — DATE

Tom Smith — EMPLOYEE'S SIGNATURE — 4-12-84 — DATE

SUPERVISOR'S COMMENTS:

ACCOMPLISHMENT	REASON
☐ Fully Accomplished ☒ Partially Accomplished ☐ Not Accomplished	Making progress toward goal--needs additional work on involving low achieving students in whole-group activities and controlling frequent disruptions during individual assignments

EMPLOYEE'S COMMENTS:

These recommendations will be incorporated into my 1985-86 PDP

FINAL REVIEW:

Jane Mason — SUPERVISOR'S SIGNATURE — 4-12-84 — DATE

Tom Smith — EMPLOYEE'S SIGNATURE — 4-12-84 — DATE

APPENDIX F5

NAME Sue Bates POSITION Teacher

SCHOOL Simsville Elementary GRADE LEVEL 5

SUBJECT AREA DATE 2-10-85

CERTIFICATION: ☒ INITIAL ☐ CONTINUING

MAJOR FUNCTIONS:

- ☐ Management of Instructional Time *
- ☐ Management of Student Behavior *
- ☐ Instructional Presentation *
- ☒ Instructional Monitoring of Student Performance *
- ☐ OTHER
- ☐ Instructional Feedback *
- ☐ Facilitating Instruction
- ☐ Interacting within the Educational Environment
- ☐ Performing Non-Instructional Duties

CRITICAL PRACTICE (S) and/or STRENGTHS:	GOAL(S):
routinely uses oral, written, and other work products to check student progress.	will use at least three different techniques to monitor student progress.

TRATEGIES (in sequence):	CLASS. OF CREDIT	TARGET DATES	RESOURCES	DATE ACHIEV
1. Secure and review literature on student evaluation techniques.	3	2-17-85	printed articles	2-13-
2. Discuss this literature with mentor teacher.	3	2-20-85	released time for meeting	2-17-8
3. Attend workshop on Lesson Plan Design.	2	2-25-85	released time	2-25-
4. Examine techniques to check student progress and select three to use with class.	3	3-9-85	printed articles and workshop materials	3-2-8
5. Practice using three techniques in social studies class.	3	4-10-85	preparation time	4-10-8
6. Observe mentor teacher during social sutdies and log evaluation techniques.	3	4-28-85	released time	4-22-
7. Demonstrate three techniques to check student progress in classroom for mentor teacher and review.	3	5-10-85	released time	5-10-

BEST COPY AVAILABLE

ASSESSMENT STRATEGIES:

Judgment of supervisor(s)
Employee self log
Classroom observation(s)

INITIAL REVIEW

Marcia Dettman — 2-10-85
SUPERVISOR'S SIGNATURE — DATE

Sue Bates — 2-10-85
EMPLOYEE'S SIGNATURE — DATE

SUPERVISOR'S COMMENTS :

ACCOMPLISHMENT	REASON
☑ Fully Accomplished	easy to monitor because procedures were well-defined.
☐ Partially Accomplished	
☐ Not Accomplished	

EMPLOYEE'S COMMENTS :

I agree!

FINAL REVIEW:

Marcia Dettman — 5-14-85
SUPERVISOR'S SIGNATURE — DATE

Sue Bates — 5-14-85
EMPLOYEE'S SIGNATURE — DATE

5/85

INITIAL CERTIFICATION PROGRAM
LEA/IHE WORKSHEET
FOR PROGRAM IMPLEMENTATION
SPECIFIC OBJECTIVES, STRATEGIES, AND FORMATIVE EVALUATION PLAN

APPENDIX G

FORM C

LEA _____ DATE _____

OBJECTIVES, STRATEGIES	RESPONSIBILITY	RESOURCES	TIME REQUIRED	EVENT SCHEDULE 1985 J	A	S	O	N	D	1986 J	F	M	A	M	J	1986-1987

APPENDIX H

INITIAL DRAFT June, 1985

NORTH CAROLINA INITIAL CERTIFICATION PROGRAM

CRITICAL REQUIREMENTS FOR MENTORS

The selection of a mentor should be a comprehensive process. Specific criteria should be delineated based on role expectations and responsibilities as well as on key indicators of successful role performance drawn from research and professional judgment. Mentors like teachers are neither born nor made but they can be developed. Training for potential mentors must address those qualities which may be learned/enhanced. The following guidelines are offered for consideration.

1. Commitment

A mentor should demonstrate a professional commitment to: education, children, the classroom, professional and personal growth. A mentor should take an active interest in the career development of a mentor with a willingness to expend the necessary energy and time. A mentor should initiate the mentee into the new occupational and social world including values, customs, resources, and personnel. The goals and ambitions of a mentee should be supported by the mentor.

2. Personal/Affective

The affective elements of a mentor-mentee relationship are as significant as the academic skills. A mentor should possess exemplary personal/human relationship characteristics. Personal affective attributes of an effective mentor should include: honesty, sensitivity, frankness, fairness, patience, persistence, independence, tactfulness, discipline, compassion, concern, generosity, competence, ambition, caring, sharing, understanding, enthusiasm, courage and genuineness.

Mentors must be supporters as well as challengers. Mentors must possess the ability to encourage, praise, and bolster the mentee's confidence. He/she must recognize, provide and encourage the opportunity for the mentee to focus on developing as a beginning teacher in their own way based on strengths that they bring to the experience. Mentors must be able to identify and relate to feelings of the mentee in an accepting way. Scared and anxious feelings of a beginning teacher are normal and natural until they can make order of their new experiences and include them in their daily lives.

A relationship-building process should exist and continue to grow between the mentor and mentee. The mentor should be willing to be a helper, while the mentee assumes responsibility for his/her own learning through

discussion of problems and concerns occurring during the teaching experience. A mentor can't be expected to help solve problems without being aware of the problems.

3. Leadership

A mentor should possess a knowledge of political, economic, and community factors affecting teaching. Leadership should include such skills as delegating, group facilitating, problem solving, anticipating, analyzing, developing options and alternatives for making appropriate decisions, and handling complex situation.

4. Success in Classroom Performance

An essential component of mentoring is the ability to model effective teaching practices. The mentor must recognize and accommodate the mentee's personal learning style in modeling effective teaching practices. A mentor should demonstrate success in at least the five major function areas of effective teaching assessed by the North Carolina Teacher Performance Appraisal System-Initial Certification. While success may be determined in additional ways, the minimal requirement should be "above standard" or better on performance related to (1) Management of Instructional Time, (2) Management of Student Behavior, (3) Instructional Presentation, (4) Monitoring of Student Performance and (5) Instructional Feedback. Additionally, the mentor should reflect an understanding of the content being taught and demonstrate an awareness of current applied and action research in the classroom and school.

5. Communication

The mentor teacher must have the ability to demonstrate exemplary effective communication skills. The skill of active listening is a critical communication skill. Active listening will aide in building a helping relationship characterized by genuineness, empathy and high regard. The mentor must possess and exert the ability to open lines for free communication to further enhance the quality of the relationship both professionally and personally. Such communication will allow recognition of and proactive response to problem solving. Other basic communication skills such as reading, writing, and speaking should be at a level sufficient to facilitate interaction between the mentor and mentee.

6. Observe/Diagnose

A mentor should possess observation techniques and the ability to diagnose areas of strength and areas in need of further growth. In addition, the mentor should have the ability to prescribe appropriate experiences and opportunities which will facilitate growth of the mentee. This precludes a thorough grounding in content area(s) as well as in-depth knowledge of the techniques and methodologies of teaching. Further, an understanding of learning theories and developmental psychology as well as the ability to apply techniques/methodologies appropriately to the presentation of material is essential. Also, a mentor should possess the ability to objectively assess accomplishments of the mentee and communicate encouragement.

7. Record (PDP)/Documentation

The mentor should be able to assist the mentee with the development of a Professional Development Plan and the documentation of progress toward professional goals. These skills capitalize on observation, diagnosis, prescription and assessment of growth and contribute to the development of the portfolio for each mentee.

8. Direct/Facilitative Services

The mentor should be able to apply personal and professional strength and skills in direct assistance/support to the Initially Certified person. The mentor should also be able to identify those resources and services needed by the mentee to accomplish the objectives of the Professional Development Plan. In the facilitator role, a key function of the mentor will be to link the mentee with relevant resources and services. This function will require that the mentor develop considerable expertise in the identification of resources and services available to Initially Certified persons.

A mentor will not necessarily possess all of the above-suggested qualities. However, selection criteria should seek evidence of key descriptors from each area. There should be a balanced combination of personal and professional skills.

"FOR CENTURIES THE CONCEPT OF

MENTORING HAS BEEN TOWARD SUCCESS..."

Section II : PLAN FORMAT

DEVELOPING A COMPREHENSIVE PLAN
FOR
INITIAL CERTIFICATION PROGRAM

DIVISION OF ACCREDITATION AND PROGRAM APPROVAL

1. GENERAL INFORMATION

Each local unit must submit a comprehensive plan for approval and implementation of the North Carolina Initial Certification Program to the Division of Accreditation and Program Approval in the State Department of Public Instruction. The plan should be developed in keeping with the guidelines as set forth in this document and must be submitted by August 30, 1985. The Division of Accreditation and Program Approval will review the plan in accordance with specified criteria by October 15, 1985. Recommendations will be forwarded to the State Board of Education at its first meeting following October 15. Upon approval, the plan will serve as the official contract or agreement between the State Board of Education and the local education agency for program administration, implementation and evaluation. Annual reports and revisions will be required by the Division of Accreditation and Program Approval for continuing review and approval. In addition, periodic on-site reviews will be conducted by the Division of Accreditation and Program Approval when deemed appropriate based on the information submitted.

2. PREPARATION OF PLAN

The LEA Comprehensive Plan should be composed of the following major parts: (I) Information Data; (II) Assurances; and (III) Program Narrative.

Part I - Information Data

Form A, Information Data Sheet (attached), should be completed and attached to the front of the plan. It requests the following types of information: LEA name and contact data, number of initially certified personnel by type and level of certification, and projected support system needs.

Part II - Assurances

Form B, the Local Education Agency Statement of Assurances (attached), should be completed along with Form A and included at the front of the program plan.

Part III - Program Narrative

A. Background Statement.

This section should briefly describe the LEA setting in terms of salient characteristics/features that impact upon program implementation; e.g., size, location, proximity to IHE(s), staff retention, available resources.

B. Involvement in Program Development.

This section should briefly describe the nature and extent to which groups internal and external to the LEA were involved in designing the program plan, e.g., teachers, supervisors, administrators, IHE representatives, SDPI consultants. It should describe pilot efforts (if applicable), committee/group activities and other related endeavors.

C. Program Administration

This section should describe the LEAs plan for overall administration and organization of the program. The narrative should show how the program will be managed and organized for integration into the local setting. It also should highlight general plans for establishment and implementation of the support system, projected staff development and/or training activities, a formal vehicle for assuring collaboration with IHEs, anticipated use/allocation of special resources, and a design for on-going program monitoring and evaluation.

D. Description of Support System.

This section should provide detailed information about the support system or model to be established; e.g., mentors and/or support teams. (If both mentors and support teams are to be established, distinguish between the primary purpose of each.) This section also should include:

A. A delineation of support system roles and functions;
B. Selection criteria for mentors/support team members;
C. An outline of a plan for orienting and training members of the support system, noting:
    1. Appropriate content;
    2. Approximate duration;
    3. Persons responsible;
    4. An evaluation process. (The training component must include assessment of competencies so as to assure that mentors and support team members have the skills to perform in these roles.)
D. Procedure(s) for facilitating and coordinating the work of support system members; and
E. Description of a process for continuous monitoring of the total support system.

E. Description of Program Implementation Policies and Procedures

This section should outline a formal orientation process to inform initially certified personnel about the program and specify the observation and data collection procedures that will be used in the program. (See Guidelines, Appendix E.) It also should describe the conferencing/feedback process that will be followed for formal and unannounced observations. (See Guidelines, Appendix C.) Moreover, it should show how the Professional Development Plan will be used in the support system, specifying local policies and procedures to be

followed in its preparation, relationship of feedback to service, periodic updating and revision, maintenance or record keeping process, and evaluation. (See Guidelines, Appendix F.) In addition, a description of the types and kinds of available resources and services to be coordinated and made available should be included; e.g., individual, large/small group workshops, classroom visitation, IHE study (courses/seminars) and consultant assistance, renewal credit, materials. Finally, this section should describe policies related to the use of the portfolio in terms of its contents, maintenance and security.

An LEA/IHE worksheet for program implementation is shown on Form C (attached). This worksheet will be helpful in planning and coordinating implementation activities. A copy should be attached to the comprehensive plan submitted to the State. Suggested objectives and strategies may be organized in terms of: (1) Program Administration/Coordination, (2) Establishment of Support System, (3) Implementation of Policies and Procedures, (4) Collaboration, and (5) Verification, Monitoring and Evaluation Process.

F. Description of IHE Collaboration

This section should describe the nature and extent to which representatives of IHEs with approved teacher education programs will be involved in the implementation and evaluation of the program. Specify formal and informal agreements that have or are in the process of being developed.

G. Description of Review/Verification Process

This section should specify the formal process to be followed for the performance review and verification of eligible candidates to the State; e.g., team, coordinator, committee or panel, superintendent. (See Guidelines, Appendix D.)

H. Documentation of Continuous Program Evaluation

This section should set forth an overall design for continuous program evaluation, noting the collection, analysis and use of key data to be used in improving the program as well as specific activities to be conducted to gain evidence of successful practices and needed changes or revisions in the program.

AN OUTLINE FOR DEVELOPING THE PLAN IS ATTACHED WITH SUGGESTED PAGE LENGTHS FOR EACH SECTION. THE COMPLETED PLAN OUGHT NOT EXCEED FIFTEEN (15) TYPEWRITTEN DOUBLE-SPACED PAGES PLUS FORMS A, B, AND C.

SUBMIT FIVE (5) COPIES ON OR BEFORE AUGUST 30, 1985 TO:

Division of Accreditation and Program Approval
State Department of Public Instruction
Raleigh, North Carolina 27611
(919) 733-4736

SUGGESTED PROGRAM OUTLINE

	Suggested Maximum Page Lengths
Part I	
Information Data	Use Form A
Part II	
LEA Statement of Assurances	Use Form B
Part III	
Program Narrative	
A. Background Statement LEA Profile	1/2 Page
B. Involvement in Program Development/Planning Internal LEA External LEA	1/2 Page
C. Program Administration Overall Administration and Organization Conceptual Framework for Program Implementation	1 Page
D. Support System Description/Definition Support System Roles/Functions Selection Criteria Orientation and Training of Support System Members Coordination of Support System Activities Continuous Monitoring of Support System	4 Pages
E. Program Implementation Policies and Procedures Formal Orientation Process Observation/Data Collection Procedures Conferencing/Feedback Process Professional Development Plan Resources/Service Delivery Portfolio	6 Pages
F. IHE Collaboration Nature/Extent Formal/Informal Agreements	1/2 Page
G. Review/Verification Process Formal Process	1/2 Page
H. Program Evaluation Design Overall Plan Specific Data Collection Efforts Proposed Analysis and Use	2 Pages
Appendix	(Number of Pages will vary)
LEA/IHE Worksheet for Program Implementation	Use Form C

TOTAL - 15 Pages (Narrative) Plus Cover Forms A and B and Form C in Appendix

5/85

Form A

INITIAL CERTIFICATION PROGRAM
Division of Accreditation and Program Approval

Region _____

Information Data Form

LEA NAME/ADDRESS

_____

_____

_____

LEA CONTACT PERSON _____

POSITION _____

TELEPHONE NUMBER _____

TOTAL NO. OF SCHOOLS _____

NO. OF SCHOOLS WITH INITIALLY CERTIFIED PERSONNEL _____

PERSON DESIGNATED TO MAKE CERTIFICATION RECOMMENDATIONS

NAME _____

POSITION _____

TELEPHONE NUMBER _____

PROJECTED SUPPORT SYSTEM NEEDS 1985-86

NUMBER OF MENTORS _____

NUMBER OF SUPPORT TEAMS _____

NUMBER OF SUPPORT TEAM MEMBERS _____

COLLABORATING IHE(s)
IHE NAME/CONTACT PERSON/TELEPHONE

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

NUMBER OF INITIALLY CERTIFIED TEACHERS BY CERTIFICATE AND LEVEL

(Including Media Specialists)

YEAR 1	YEAR 2
Early Childhood K-4 ____ #	Early Childhood K-4 ____ #
Intermediate 4-6 ____ #	Intermediate 4-6 ____ #
Middle Grades 6-9 ____ #	Middle Grades 6-9 ____ #
Concentrations	Concentrations
_____ Area ____ #	_____ Area ____ #
_____ Area ____ #	_____ Area ____ #
_____ Area ____ #	_____ Area ____ #
_____ Area ____ #	_____ Area ____ #
Secondary 9-12 ____ #	Secondary 9-12 ____ #
Subject Areas	Subject Areas
_____ Area ____ #	_____ Area ____ #
_____ Area ____ #	_____ Area ____ #
_____ Area ____ #	_____ Area ____ #
_____ Area ____ #	_____ Area ____ #

*This information is to be projected as of the end of October. Actual numbers may be adjusted as teaching staff stabilizes.

LEA _____

NUMBER OF INITIALLY CERTIFIED OTHERS BY CERTIFICATE AND LEVEL

YEAR 1	YEAR 2
Administrators	Administrators
Assistant Principals, Principals ____ #	Assistant Principals, Principals ____ #
Supervisors, Coordinators, Directors ____ #	Supervisors, Coordinators, Directors ____ #
Assistant Supts., Associate Supts. ____ #	Assistant Supts., Associate Supts. ____ #
Support Personnel	Support Personnel
Counselors ____ #	Counselors ____ #
School Social Workers ____ #	School Social Workers ____ #
School Psychologists ____ #	School Psychologists ____ #
Other (Specify) ____ #	Other (Specify) ____ #
_____ ____ #	_____ ____ #
_____ ____ #	_____ ____ #

*This information is to be projected as of the end of October. Actual numbers may be adjusted as administrative and support personnel staff stabilize.

LEA _____

Form B

INITIAL CERTIFICATION PROGRAM
LOCAL EDUCATION AGENCY
STATEMENT OF ASSURANCES

As a part of the desire to assist initially certified personnel to demonstrate at least minimal functional levels of performance and to encourage these personnel toward continued professional growth, the following assurances are made:

1. That this LEA pledges a strong commitment to the implementation of the program for initially certified personnel;

2. That available resources will be marshalled toward the implementation of an effective program;

3. That a local plan is being implemented for a support system in accordance with state guidelines;

4. That the plan delineates appropriate collaboration with IHEs as indicated by the following signature(s):

Name	Title	IHE
Name	Title	IHE
Name	Title	IHE

5. That procedures are in place to assure efficient management of the program;

6. That a person has been designated to verify successful completion of the Initially Certified Program;

7. That the local board of education has adopted the locally developed plan.

8. That an appropriate support system is being implemented for initially certified administrators (Principals, Assistant Principals, Supervisors, Coordinators, Directors, Assistant Superintendents and Associate Superintendents), and support personnel (Counselors, School Psychologists, School Social Workers, etc.).

_____ Superintendent
Signature

_____ LEA

_____ Date

5/85

INITIAL CERTIFICATION PROGRAM
LEA/IHE WORKSHEET
FOR PROGRAM IMPLEMENTATION
SPECIFIC OBJECTIVES, STRATEGIES, AND FORMATIVE EVALUATION PLAN

Form C

LEA _____ DATE _____

OBJECTIVES, STRATEGIES	RESPONSIBILITY	RESOURCES	TIME REQUIRED	EVENT SCHEDULE 1985 J	A	S	O	N	D	1986 J	F	M	A	M	J	1986-1987

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